

Grade 7 Integrated Language Arts Unit

Lesson 4: Bringing Awareness through Public Service Announcements

Connections to Financial Literacy

In this lesson students will compare and contrast two Public Service Announcement videos. Students will continue to reflect upon how they might be an agent of change in bringing awareness to issues surrounding poverty, to others in their community, or how they may become actively involved in charitable work which supports the needs of those living in poverty in their communities.

“All students should be encouraged to become responsible, engaged, and compassionate citizens. Students should be able not only to make responsible personal choices but also to understand the implications those choices may have for their local communities, for Canada, and for the rest of the world. Financial literacy education can help students develop into skilled, knowledgeable, caring citizens who can contribute to a strong economy and a cohesive society.” (*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 21).

- active citizenship

Lesson 4 integrates:

- Language Arts
 - Oral Communication
 - Writing
 - Media Literacy

Curriculum Expectations

Language Arts

Overall Expectations:

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations:

Active Listening Strategies



1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Media Literacy 1. demonstrate an understanding of a variety of media texts</p>	<p>Developing Ideas 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>Purpose and Audience 1.1 explain how various media texts address their intended purpose and audience</p> <p>Making Inferences/Interpreting Messages 1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>Responding to and Evaluating Texts 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts</p>	
<p>Learning Goals</p>		
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none">• compare and contrast two Public Service Announcements with similar themes;• use the Media Triangle to analyze and determine the meaning of media texts;• collaborate with others to gain a deeper understanding of Media Texts;• deconstruct Public Service Announcements by examining and considering the Text, Audience and Production;• develop an understanding that Public Service Announcements are a vehicle for bringing awareness to worthy causes in our world, and are an example of active citizenship;• identify a variety of examples of active citizenship.		
<p>Instructional Components and Context</p>		
<p>Readiness & Instructional Strategies</p>	<p>Terminology</p>	<p>Materials</p>
<p>Students will need to have completed the Action Component of Lesson 3: Poverty Unnoticed, for success in this lesson.</p> <p>Students should have previous experience using the Media Triangle to deconstruct a Media Text.</p> <p>Students will need to be familiar with using a Venn Diagram to</p>	<ul style="list-style-type: none">• Compare• Contrast• Venn Diagram• Public Service Announcement (PSA)	<p>Minds On</p> <ul style="list-style-type: none">• Chart paper with the title, 'Examples of Active Citizenship'• Post-it Notes <p>Action</p> <ul style="list-style-type: none">• Computer with Internet access (one per partner group if available)• LCD projector• Grade 7 BLM 4-1: Venn Diagram

compare and contrast (remember: each contrasting point must have a counterpoint)		<ul style="list-style-type: none"> From Lesson 3, Media Triangle with Guiding Questions Tent Card (Grade 7 BLM 3-1: Media Triangle) (Guide to Effective Literacy Instruction Grades 4-6 Vol 7: Media Literacy; page 39) <p>Consolidation</p> <ul style="list-style-type: none"> Cue cards Grade 7 BLM 4-2: Exit Ticket Student Reflection Journals
<p>Minds On</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 		
Lesson Description	Notes to teacher:	
<p>Whole Class Brainstorm:</p> <p>Description:</p> <ul style="list-style-type: none"> Teacher begins with a class discussion by posing the question: <p style="text-align: center;"><i>What is active citizenship?</i></p> <ul style="list-style-type: none"> Students do a <i>Think-Pair-Share</i> Teacher poses a second question: <p style="text-align: center;"><i>How are Public Service Announcements an example of Active Citizenship?</i></p> <ul style="list-style-type: none"> Students do a <i>Think-Pair-Share</i> Students are then asked brainstorm <i>examples of active citizenship</i>, in small groups of 3-5 students, and record each idea on a Post-it note. Before students begin to brainstorm in their groups, the teacher will model an example by recording an idea on a Post-it Note (e.g. Organizing a Food Drive,) and placing it on the chart paper with the title, 'Examples of Active Citizenship' Students will add their groups' ideas, recorded on Post-it notes, to the chart paper. 	<p>A for L Assessment for learning</p> <p>This activity will help to check for understanding of the concept of <i>Active Citizenship</i>.</p> <p>Note: This chart will assist students with ideas for their culminating task.</p>	

Action	
<ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided → independent) 	
Lesson Description	Notes to teacher:
<p>Partner Groupings</p> <p>Comparing and contrasting ‘Toonies for Tummies’ and ‘We See What Most People Don’t’ (video PSAs)</p> <p>Weblinks: Toonies for Tummies: http://www.youtube.com/watch?v=c3h5hv-gy4Q We See What Most People Don’t http://www.youtube.com/watch?v=HbGZTylGQK4</p> <p>Description:</p> <ul style="list-style-type: none"> • Students will work in partner groups to compare and contrast the two PSA videos. • Using BLM 4-1: Venn Diagram, students will record their thinking about the videos • Students are encouraged to view and review the videos as needed. • Students are reminded to use the Media Triangle Guiding questions and their notes from the previous lesson, when comparing and contrasting the videos. • The teacher may want to remind the students to consider how the images and music are used in each, and as well as how the messages have been distributed (i.e. television campaigns and Internet – YouTube). 	<p> Differentiated Instruction Depending on the needs and abilities of the students, the teacher may decide to pre-select partner groupings, or allow students to choose their own.</p> <p>If able to provide each partner grouping with access to their own computers, then each group would be able to view and review the video as many times as needed to complete the task (DI - process).</p>
Consolidation	
<ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned 	
Lesson Description	Notes to teacher:
<p>Whole Class Gallery Walk</p> <ul style="list-style-type: none"> • Students post their Venn Diagrams on the wall. • Partner groups are invited to move around the room and view each other’s work (the teacher might choose to keep the work 	<p> Assessment as learning Through the Gallery Walk activity, students will reflect upon their own work and assess the work of others by recording new ideas to make improvements to their own work.</p>

anonymous and not include names on the front of the Venn Diagram)

- While viewing each other's work, the students are encouraged to record (on a post-it note or cue card) ideas they like from the Venn diagrams of their peers
- Allow about 10 minutes for the students to review the work samples
- At the end of the 10 minutes, students will retrieve their own Venn Diagram and be provided time to add, delete or revise the ideas on their page (based on their findings from the Gallery Walk).

Exit Ticket (Grade 7 BLM 4-2: Exit Ticket)

- Provide each student with an Exit Ticket
- The students will be provided the choice of either 'Toonies for Tummies' or 'We See What Most People Don't' as their text, for their response to the questions on the Exit Ticket.

The Critical Question

How might I use my understanding of poverty to engage in active citizenship?

Remember to draw the students attention to the Critical Question at the end of the lesson.

- Before students are provided time to record their thoughts, the teacher should pose the question to the entire class:
 - "What are some local charities in your community that provide support for families living in poverty?"
- Provide time for students to record their response, new thoughts and ideas in their Reflection Journal.



Differentiated Instruction

Students are provided with choice when answering the questions on the Exit Ticket.

NOTE: It is important for the teacher to explain to the students that they are "building their understanding" by viewing each other's work and not "stealing ideas".



Assessment of learning

The exit ticket will be completed individually for assessment purposes.

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